

At Pikes Lane it is our aim to provide all children with an inclusive education, giving them the best possible chance to reach their full potential. We strive to raise achievement and aspirations for **all** children. Below is a table that shows the different aspects to a child's learning, and all the things that we can offer to ensure that all of their needs are met. Much of this is what is provided from within school but it also includes outside agencies and advisors that come into school to offer further support.

Wave 1 shows what all children have access to throughout school to ensure their development and progression.

Wave 2 shows extra interventions that we can put in place for individuals or small groups who just need a little bit of extra support to fulfil their potential.

Wave 3 shows the range of more intense interventions that can be accessed for children requiring more support.

Children are monitored and assessed rigorously and regularly to ensure that the need for extra support is spotted early and implemented quickly, making sure that all children are on track to achieve as well as they possibly can.

Area of Need	Wave 1	Wave 2	Wave 3
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome In-class TA support In-class targeted teacher support Increased visual aids / modelling etc Visual timetables Use of writing frames Access to ICT/IPADS Team teach / modelling Basic skills	Booster/ intervention lessons – English / Maths In class support from TA Reduced/ increasingly individualised timetable Guided reading within lessons Learning mentor Target groups in class/ additional time Exam booster classes	Small group or 1:1 English/ Maths support Learning Challenges Lunch time readers Additional 1:1 reading KS2 reading buddies Extra curricular clubs Intervention programmes Toe by toe/ Elklan/stareway etc Behaviour support service Ladywood Outreach service Educational Psychologist School nurse
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words Increased visual aids / modelling etc	In class support with focus on supporting speech and language. Language and Communication Interventions – Nursery narrative,	Small group or 1:1 support for language Social skills group Speech and Language Therapist support / test/ advice Advice from EP Language and

*Emotional,
Behavioural and
Social*

Visual timetables
Use of symbols
Structured school and
class routines
Environmental clues

communication
champion

Communication
Interventions – Nursery
narrative,
communication
champion, Elklan theory
Lego therapy.

Whole school
behaviour policy
Whole school rules
Whole school reward
and sanctions
systems
Circle Time
Lunchtime clubs
PSHE focused work

Group Circle Time
In class support for
supporting behaviour
targets, access,
safety
Additional Teacher /
TA group support
Positive Behaviour
Plans
Learning mentor
Extended service
manager

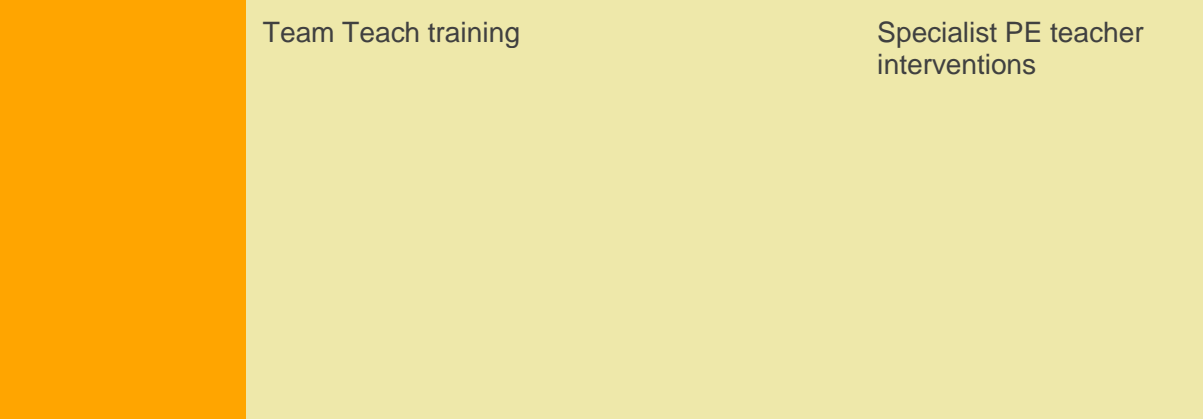
Learning mentor
interventions
Cognitive Behavioural
therapist
Small group or 1:1
support for social skills
Individual reward system
Social skills training
Anger management
sessions
Advice from Educational
Psychologist
Individual attendance
incentives.
Bolton lads and Girls
club

*Sensory and
Physical*

Flexible teaching
arrangements
Staff aware of
implications of
physical impairment
Pencil grips
Brain gym
Improved accessibility
of building
Moving and handling
training

Additional fine motor
skills practice
In class support for
supporting access,
safety
Extra curricular clubs
Interventions – dough
gym

Individual support in
class during appropriate
subjects e.g. Science,
PE and lunch time
Physiotherapy
programme
Occupational therapy
programme
Advice from Educational
Psychologist



Team Teach training

Specialist PE teacher interventions